



# 2026–2027 K–12 Mathematics and Computer Science Bid #1804 – A Survey of Mathematics with Applications

## IM8 Questionnaire

**Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.**

*Answer:* Allen Angel received his BS and MS in mathematics from SUNY at New Paltz. He completed additional graduate work at Rutgers University. He taught at Sullivan County Community College and Monroe Community College, where he served as chairperson of the Mathematics Department. He served as Assistant Director of the National Science Foundation at Rutgers University for the summers of 1967 – 1970. He was President of The New York State Mathematics Association of Two-Year Colleges (NYSMATYC). He also served as Northeast Vice President of the American Mathematics Association of Two-Year Colleges (AMATYC). Allen lives in Palm Harbor, Florida but spends his summers in Penfield, New York. He enjoys playing tennis and watching sports. He also enjoys traveling with his wife Kathy. Christine Abbott received her undergraduate degree in mathematics from SUNY Brockport and her graduate degree in mathematics education from Syracuse University. Since then, she has taught mathematics at Monroe Community College and has recently chaired the department. In her spare time, she enjoys watching sporting events, particularly baseball, college basketball, college football, and the NFL. She also enjoys spending time with her family, traveling and reading. Dennis Runde has a BS degree and an MS degree in Mathematics from the University of Wisconsin–Platteville and Milwaukee, respectively. He has a PhD in Mathematics Education from the University of South Florida. He has been teaching for more than 25 years at State College of Florida–Manatee–Sarasota. His interests include reading, history, fishing, canoeing and cooking. He and his wife Kristin stay busy keeping up with their 3 sons Alex, Nick and Max.

**Students: Describe the type(s) of students for which this submission is intended.**

*Answer:* This course is designed for students who are interested in understanding and appreciating mathematics in a practical and engaging way. It is suitable for: Students Preparing for Further Math Courses: The course aims to equip students with practical mathematics skills that can be used daily and prepare them for advanced studies. Underprepared Students: Integrated Review resources help students who may need to strengthen their prerequisite skills, making it ideal for those who require additional support. Students with a Growth Mindset: Mindset Videos and exercises encourage students to view mistakes as learning opportunities and maintain a positive attitude towards learning. Students Interested in Real-World Applications: The course includes projects and exercises that emphasize financial literacy and data analysis, showcasing the practical side of mathematical concepts. Overall, the course is tailored to foster a deep understanding and appreciation of mathematics through engaging and supportive resources.



**1. List the Florida districts in which this program has been piloted in the last eighteen months.**

*Answer:* N/A

**2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?**

*Answer:* Content is able to be searched through the Pearson eText.

**3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.**

**Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)**

*Answer:* Print textbook and MyLab digital access (5 years) A Survey of Mathematics with Applications is a text students can read, understand and enjoy while learning how mathematics affects their world (particularly majors in the liberal arts, social sciences, business, nursing and allied health fields). Straightforward language makes math accessible to all students, and interesting real-world applications demonstrate the relevance of math in everyday life.

**Major Tool - Student Components: Describe each of the components, including a format description.**

*Answer:* Print Text resources: Exercise sets begin with Warm Up Exercises and include Practice the Skills, Problem Solving, Challenge Problems/Group Activities, Recreational Mathematics, and Research Activities. Why This Is Important helps students connect their lives to mathematical concepts. Chapter Openers are interesting applications that include the Why This Is Important section. Did You Know? highlights mathematical connections to history, arts and sciences, technology, and a range of disciplines. Mathematics Today discusses current real-life uses of the chapter's concepts. Each box ends with Why This Is Important. Recreational Math invites students to apply the math in puzzles, games and brain teasers. Recreational Mathematics problems appear in the exercise sets. MyLab Resources: Brand new activities and projects are written specifically to pair with the text. 2 projects per chapter can be assigned for group or individual work, delving into real-world applications to showcase the practical side of mathematical concepts. Emphasizing engagement and creativity, these projects encourage active learning, problem solving, and critical thinking. Integrated Review can be used to help fill students' prerequisite gaps, or for a corequisite course. Content has been revised to include resources specifically made for a liberal arts math corequisite course. Integrated Review prebuilt assignments



include a chapter-level Skills Check along with follow-up personalized assignments and resources. Skills Check Quizzes by chapter assess the prerequisite skills students need for that chapter. Skills Review Homework by chapter is personalized (based on the results of the Skills Check Quiz) to provide students with targeted help on the prerequisite skills they need. StatCrunch is incorporated into the course, including a new ability to launch data sets directly into StatCrunch for data analysis. Exercise Labeling: When creating assignments in the Assignment Manager, instructors can now filter the available questions using Question Source to more easily find the Now Try, Financial Literacy, and Data Set exercises. Financial Literacy exercises have also been tagged with a “-FL” in their exercise number for easier identification.

**Major Tool – Teacher Components: Describe each of the components, including a format description.**

*Answer:* Teacher Mathematics Activity Supplement: format online access via MLM, Solutions Manual

**4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.**

**Ancillary Materials – Student Components: Describe each of the components, including a format description.**

*Answer:* Integrated Review (and answers), Student Solutions Manual

**Ancillary Materials – Teacher Components: Describe each of the components, including a format description.**

*Answer:* Printed textbook, Annotated Instructors Edition, PowerPoint Presentations, Solutions Manual, Study Slides, Image Library, Test Gen

**5. Identify which industry standard protocols are utilized for interoperability?**

*Answer:* The MyLab learning platform is IMS Global / 1 Ed Tech, 1.3 compatible. A list of learning management platforms that can be integrated with MyLab and other information on integration services can be found at <https://www.pearson.com/en-us/higher-education/educators/digital-learning-platforms/lms-integration-services.html>

If more assistance is required, our dedicated LMS Install team can works one-on-one with your technology lead to ensure a smooth, secure, and efficient integration between your Learning Management System (LMS) and Pearson digital platforms, so your system can support teaching and learning from day one.

**6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to**



**determine whether the amount of content is suitable to the length of the course for which it is submitted.**

*Answer:* Our programs are specifically designed to align with the structure and pacing of traditional, full-year academic courses. Each course includes a robust number of instructional hours, giving educators the flexibility to customize lessons and pacing to meet the unique needs of their students and classroom schedules.

**7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the organization for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)**

*Answer:* For information regarding our virtual and in-person professional development opportunities please see: <https://acrobat.adobe.com/id/urn:aaid:sc:US:3f53dddc-442c-49af-93cf-6f1b4e68f442>

**8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.**

*Answer:* Our digital products can be accessed by any device connected to the Internet. A list of compatible browsers and their system requirements is available here <https://support.pearson.com/getsupport/s/article/Using-an-Alternate-Supported-Browser>

**9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.**

*Answer:* For information regarding our Universal Terms of Service and End User License Agreement please visit: <https://loginstatic.pearson.com/html/PearsonEULA.html>

**10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.**

*Answer:* This title has been adopted in MO, SC, AK, KY, AL, IL, WA, PA, IN, and SD.

**11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)? List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge.)**



*Answer:* There are several resources integrated within MyLab Math, which are designed to enhance learning and provide additional support for students. These resources include: Animations: Created in GeoGebra, these animations help visualize key concepts and are accessible on any device. StatCrunch: An online statistical software for active learning and exploration. Learning Catalytics: A system for student polling and assessment, allowing real-time feedback during lectures. Integrated Review: Offers assessments and resources to help students with prerequisite skills. Student Solutions Manual: Provides detailed solutions to exercises, aiding in self-study. These resources are designed to facilitate active learning and provide a comprehensive educational experience, making them valuable tools for both students and instructors.

**12. Although not called for in the state adoption, do you have advanced placement (ap) or accelerated program instructional materials available for the course(s) bid for adoption?**

*Answer:* No.

**13. What, if any, foreign language translations do you have available?**

*Answer:* The online platforms allow translations to be made into more than 100 major languages.

**14. Do you provide access point scaffolding or an access point correlation upon request?**

*Answer:* Yes, we do provide access point correlations, and these are included in our submitted standard alignments, which are available on the procurement portal. These correlations highlight how our materials align with access point standards to support all learners.

**15. ESSA LEVELS OF EVIDENCE: To be considered an evidence-based program (or practice), it is required to have evidence to show that the program is in fact effective at producing results and improving outcomes in reading when implemented. Identification of evidence level alignment, Levels 1-4 (as outlined in the specifications), for the entirety of the program, part of the program, or individual practices within the program is required. Please explain how your product meets these requirements.**

*Answer:* While we do not have ESSA Levels of Evidence available for all titles being submitted, we do have robust evidence on the efficacy of our MyLab program where our digital components are housed. For more information please see:

<https://www.pearson.com/en-us/schools/college-readiness-career-education/success-stories.html>.

Likewise, our products undergo intensive reviews conducted by subject matter experts and instructors to ensure we are giving educators and students the tools they need to succeed.